**Eureka Math *A Story of Units***

**Third Grade – Module 7**

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Assessment materials based on Eureka Math Version 3.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Third Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 7 Grading Guidance:**

* This is the last opportunity to teach and assess the standards in Module 7. (See checklist on page 3.)

**Updates**

We recommend reviewing assessments prior to teaching the module. This will aid in making planning decisions for each lesson. Note: Assessments are available at the back of each module in the teacher binders.

**Grade 3 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 7.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 3 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3.OA | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  | X |  |  |  |  |
| 4\* | X |  | X |  |  |  |  |
| 5\* | X |  | X |  |  |  |  |
| 6\* | X |  |  |  |  |  |  |
| 7\* | X | X | X |  |  |  |  |
| 8\* | X |  | X |  |  |  | X |
| 9\* |  |  | X |  |  |  |  |
| 3.NBT | 1 |  | X |  |  |  |  |  |
| 2 |  | X |  |  |  |  |  |
| 3 |  |  | X |  |  |  |  |
| 3.NF | 1\* |  |  |  |  | X |  |  |
| 2a\* |  |  |  |  | X |  |  |
| 2b\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 3.MD | 1\* |  | X |  |  |  |  |  |
| 2\* |  | X |  |  |  |  |  |
| 3 |  |  |  |  |  | X |  |
| 4 |  |  |  |  |  | X | X |
| 5a\* |  |  |  | X |  |  |  |
| 5b\* |  |  |  | X |  |  |  |
| 6\* |  |  |  | X |  |  |  |
| 7a\* |  |  |  | X |  |  |  |
| 7b\* |  |  |  | X |  |  |  |
| 7c\* |  |  |  | X |  |  |  |
| 7d\* |  |  |  | X |  |  |  |
| 8 |  |  |  |  |  |  | X |
| 3.G | 1 |  |  |  |  |  |  | X |
| 2 |  |  |  |  | X |  |  |

**Third Grade Module 7: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 7: Mid-Module Assessment** | | | | | | | | | | | |
|  | **Domain** | | | | | | | | **Standards** | | | |
| Question | Operations and Algebraic Thinking | | Measurement and Data | | | Geometry | | | 3.OA.8 | 3.MD.8 | | 3.G.1 |
| 1 |  | |  | | | 1 2 3 4 | | |  |  | | X |
| 2 |  | |  | | | 1 2 3 4 | | |  |  | | X |
| 3 |  | | 1 2 3 4 | | |  | | |  | X | |  |
| 4 | 1 2 3 4 | |  | | |  | | | X |  | |  |
| 5 |  | | 1 2 3 4 | | |  | | |  | X | |  |
| 6 |  | | 1 2 3 4 | | |  | | |  | X | |  |
|  | | | | |  | |  | |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | Measurement and Data | | | Geometry | | |  | |
| Total Points |  | |  | | |  | | |  | |
| Level | 4 | 4 pts. | 4 | 11-12 pts. | | 4 | | 7-8 pts. |  | |
| 3 | 3 pts. | 3 | 8-10 pts. | | 3 | | 5-6 pts. |  | |
| 2 | 2 pts. | 2 | 5-7 pts. | | 2 | | 3-4 pts. |  | |
| 1 | 1 pt. | 1 | 3-4 pts. | | 1 | | 2 pts. |  | |

Notes:

**Third Grade Module 7: Mid-Module Assessment Task Score Sheet (continued)**

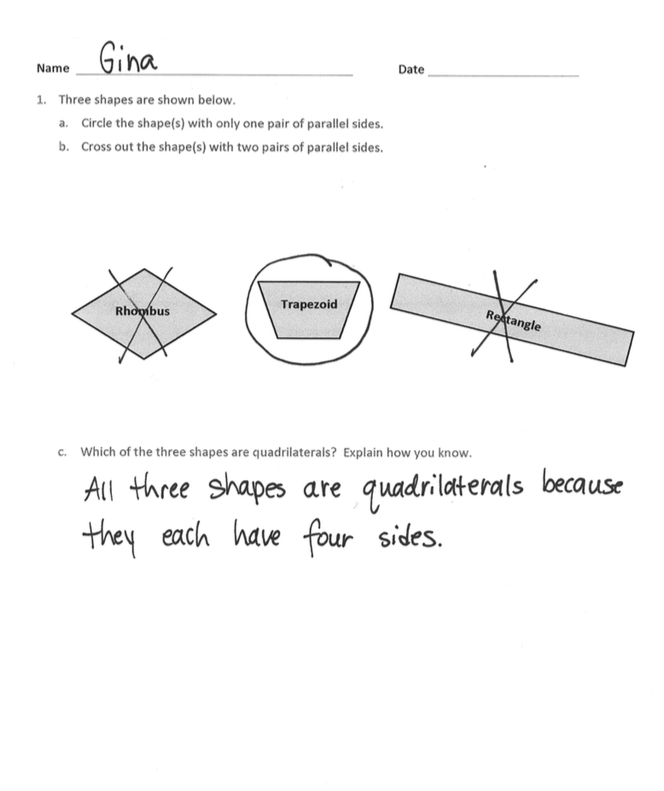
|  |
| --- |
| Mid-Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| Solve problems involving the four operations, and identify and explain patterns in arithmetic.  3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations].)  Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.  3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.  Reason with shapes and their attributes.  3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |

**Third Grade Module 7: Mid-Module Assessment Task Rubric**

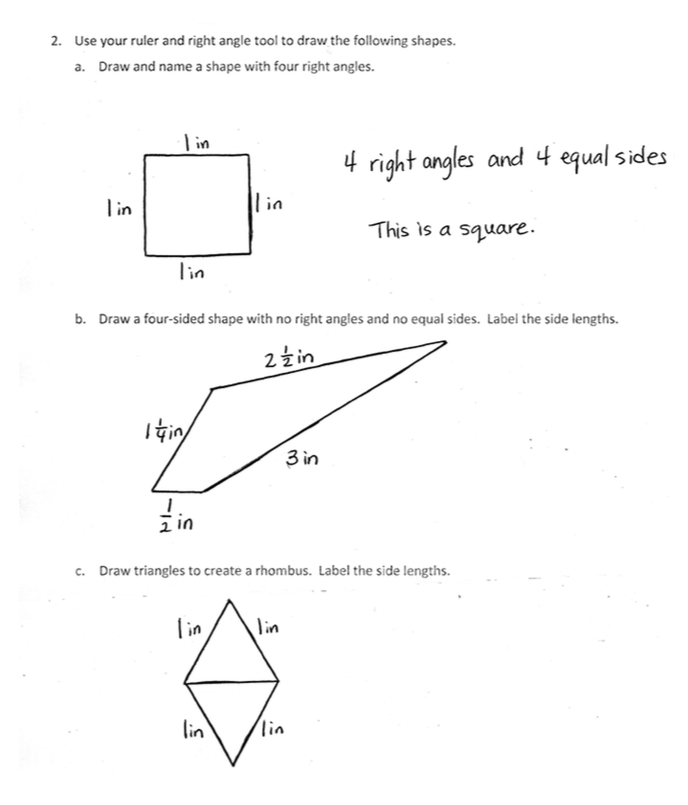
| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  3.G.1 | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** The trapezoid is circled. 2. **(2)** The rhombus and rectangle are crossed out. 3. **(3)** All three shapes are quadrilaterals. **(4)** Explanation includes that they each have four sides. | | | |
| **2**  3.G.1 | Student correctly answers **0-2** of the six parts. | Student correctly answers **3-4** of the six parts. | The student correctly answers **5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| 1. **(1)** Draws and **(2)** names a shape with four right angles (e.g., a rectangle). 2. **(3)** Draws and **(4)** labels side lengths of a four-sided shape with no right angles and no equal sides (e.g., a trapezoid). 3. **(5)** Draws and **(6)** labels side lengths of a rhombus using triangles (may use more than two triangles). | | | |
| **3**  3.MD.8 | Student correctly answers **0-1** of the four parts. | Student correctly answers **2** of the four parts. | Student correctly answers **3** of the four parts. | Student correctly answers **4** of the four parts. (See below.) |
| **(1)** Mr. Cooper uses 24 meters of fence.  **(2)** Rectangular picture of the stall with side lengths appropriately labeled  **(3)** Equation like 5 + 5 + 7 + 7 or 10 + 14  **(4)** Answers labeled correctly | | | |
| **4**  3.OA.8 | The student correctly answers **0-1** of the five parts. | The student correctly answers **2-3** of the five parts. | The student correctly answers **4** of the five parts. | The student correctly answers **5** of the five parts. (See below.) |
| 1. **(1)** Student answers 42 feet of wood trim. **(2)** Student work demonstrates a strategy appropriate to the problem (e.g., 10 + 10 + 8 + 8 + 3 + 3.) 2. **(3)** Student answers 24 more feet of wood trim are needed for the bedroom than for the closet. **(4)** Student writes an appropriate equation(s) including a letter for the unknown (e.g., 8 + 10 + 10 + 5 = 33, 33 – (3 + 3 + 3) = w.)   **(5)** Answers labeled correctly | | | |

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **5**  3.MD.8 | Work demonstrates an inappropriate strategy for the problem and the answer is incorrect. | Work demonstrates a strategy appropriate to the problem but several calculation errors result in an incorrect answer.  OR  Answer is correct but there is no work. | * Answer may be incorrect due to a calculation error; * Work demonstrates a strategy appropriate to the problem. | * Student correctly answers that the perimeter is 52 inches. * Student work demonstrates a strategy appropriate to the problem (e.g., student may use a combination of multiplication and addition to calculate the perimeter). |
| **6**  3.MD.8 | Work demonstrates an inappropriate strategy for the problem and the answer is incorrect. | Work demonstrates a strategy appropriate to the problem but several calculation errors result in an incorrect answer.  OR  Answer is correct but there is no work. | * Answer may be incorrect due to a calculation error. * Student work demonstrates a strategy appropriate to the problem. | * Student answers that Mrs. Gomez needs to build 85 feet of fence. * Student work demonstrates a strategy appropriate to the problem (e.g., 10 + 15 = 25 and 25 + 32 + 15 + 10 = 85 feet, or, 25 + 50 + 10 = 85 feet). |

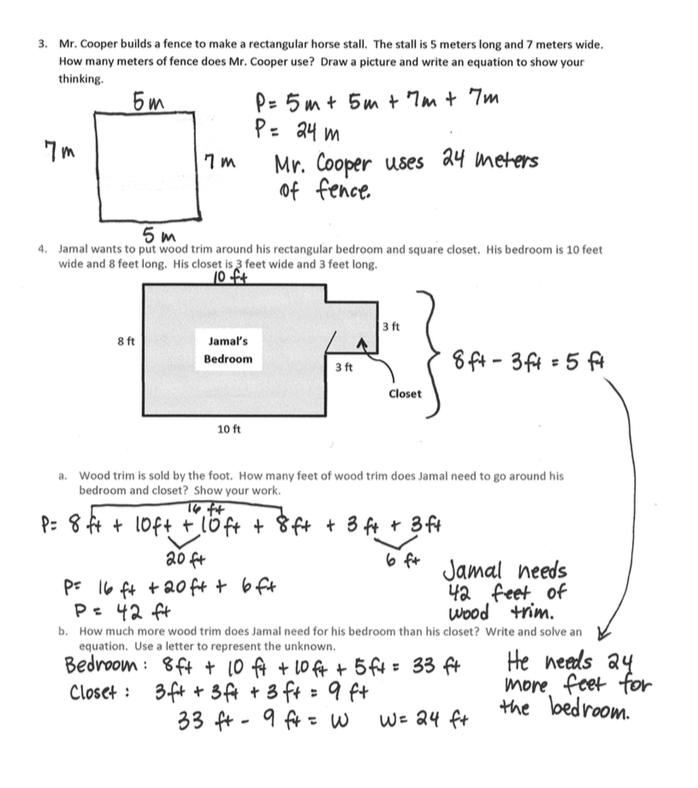
**Third Grade Module 7: Mid-Module Assessment Task Key**



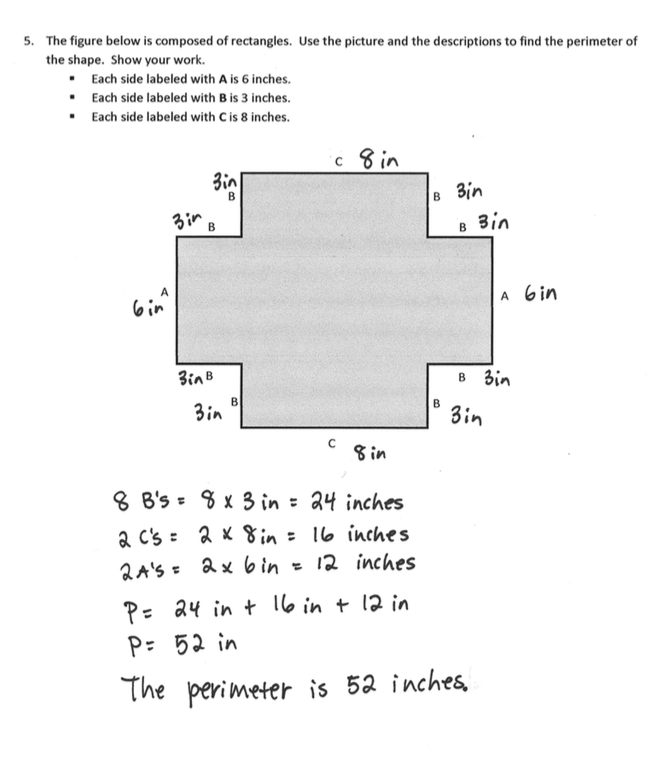
**Third Grade Module 7: Mid-Module Assessment Task Key (continued)**



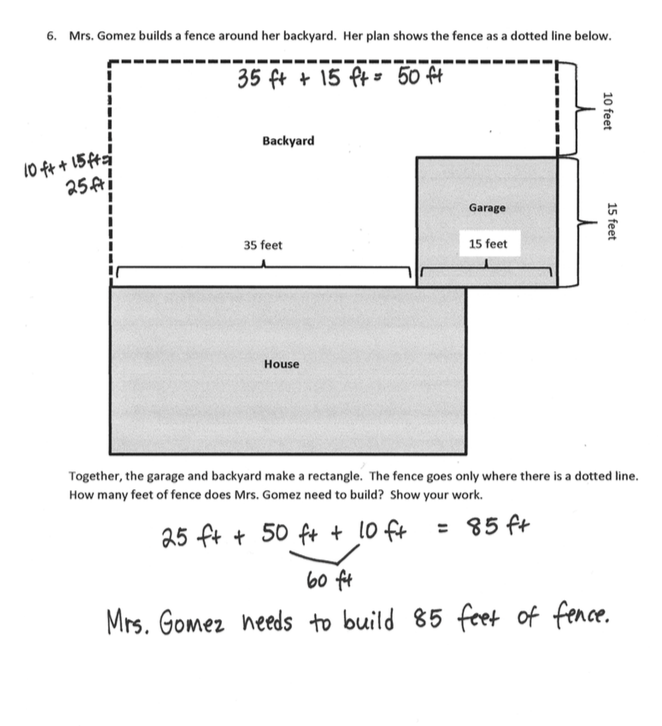
**Third Grade Module 7: Mid-Module Assessment Task Key (continued)**



**Third Grade Module 7: Mid-Module Assessment Task Key (continued)**



**Third Grade Module 7: Mid-Module Assessment Task Key (continued)**



**Third Grade Module 7: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 7: End-of-Module Assessment** | | | | | | | | | | | |
|  | **Domain** | | | | | | | | **Standards** | | | |
| Question | Operations and Algebraic Thinking | | Measurement and Data | | | Geometry | | | 3.OA.8 | 3.MD.4 | 3.MD.8 | 3.G.1 |
| 1 | 1 2 3 4 | | 1 2 3 4 | | | 1 2 3 4 | | | X |  | X | X |
| 2 |  | | 1 2 3 4 | | |  | | |  |  | X |  |
| 3 |  | | 1 2 3 4 | | |  | | |  |  | X |  |
| 4 |  | | 1 2 3 4 | | |  | | |  | X | X |  |
| 5 |  | | 1 2 3 4 | | | 1 2 3 4 | | |  |  | X | X |
|  | | | | |  | |  | |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | Measurement and Data | | | Geometry | | |  | |
| Total Points |  | |  | | |  | | |  | |
| Level | 4 | 4 pts. | 4 | 18-20 pts. | | 4 | | 7-8 pts. |  | |
| 3 | 3 pts. | 3 | 13-17 pts. | | 3 | | 5-6 pts. |  | |
| 2 | 2 pts. | 2 | 8-12 pts. | | 2 | | 3-4 pts. |  | |
| 1 | 1 pt. | 1 | 5-7 pts. | | 1 | | 2 pts. |  | |

Notes:

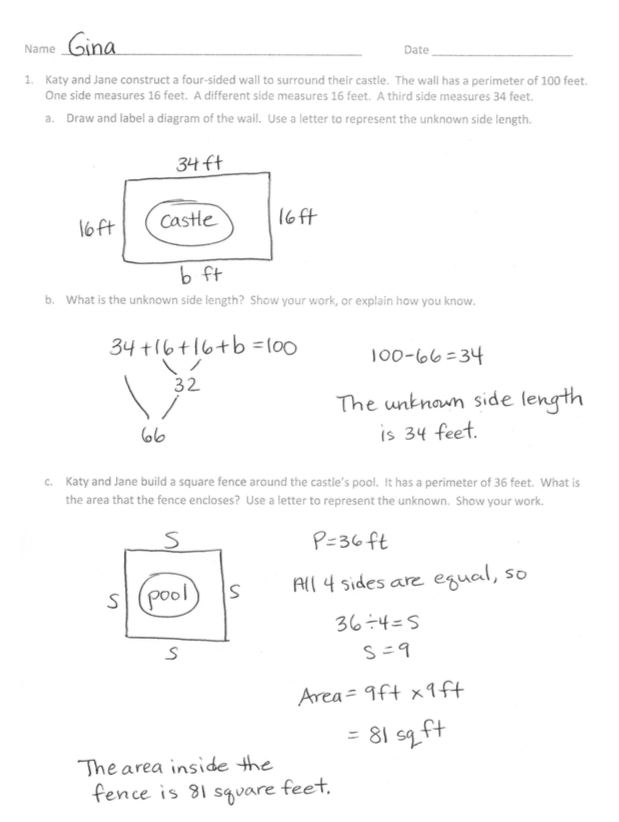
**Third Grade Module 7: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| End-of-Module Assessment Task (Topics A–E)  Clusters and Standards Addressed |
| **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**  **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations].)  **Represent and interpret data.**  **3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.  **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**  **3.MD.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.  **Reason with shapes and their attributes.**  **3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |

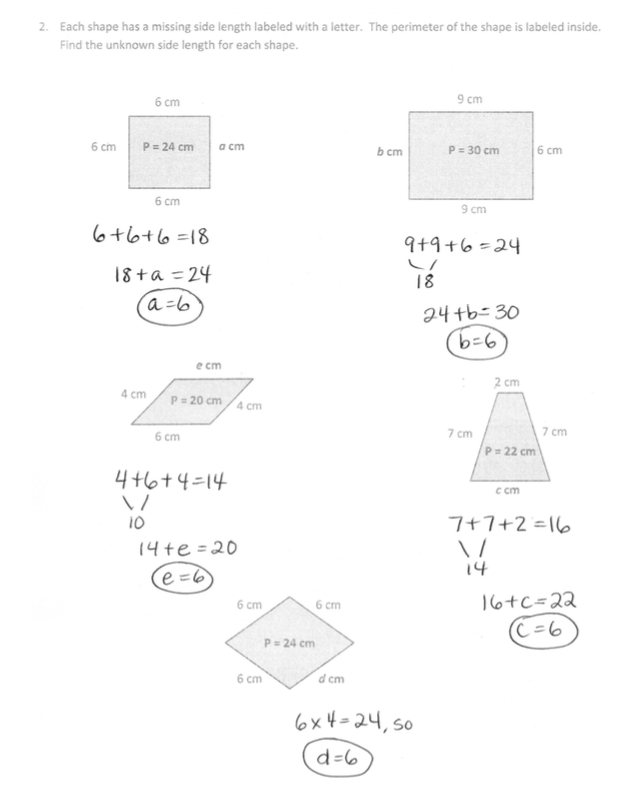
**Third Grade Module 7: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  3.G.1  3.MD.8  3.OA.8 | Student correctly answers **0-2** of the seven parts. | Student correctly answers **3-4** of the seven parts. | Student correctly answers **5-6** of the seven parts. | Student correctly answers **7** of the seven parts. (See below) |
| * 1. **(1)** Draws and **(2)** labels a diagram with a letter to represent the unknown length.   2. **(3)** Finds 34 feet and **(4)** shows with equations (e.g., 16 + 16 + 34 + b = 100, 100 – 66 = 34 ft.) or written explanation (e.g., the shape is a rectangle because opposite sides of a rectangle are equal, so the missing side must be 34 feet) how they know the missing side length.   3. **(5)** Answers 81 sq. ft. **(6)** Uses a letter to represent the unknown (area) **(7)** Work demonstrates strategy or reasoning appropriate to the problem (e.g., all four sides of a square are equal, so the sides can be found using 36 ÷ 4 = 9. 9 9 = 81). | | | |
| **2**  3.MD.8 | Student correctly answers 6 cm as the missing side length for **0-1** of the five shapes. | Student correctly answers 6 cm as the missing side length for **2-3** of the five shapes. | Student correctly answers 6 cm as the missing side length for **4** of the five shapes. | Student correctly answers 6 cm as the missing side length for **5** of the five shapes. |
| **3**  3.MD.8 | Student correctly answers **0-1** of the six parts. | Student correctly answers **2-3** of the six parts. | Student correctly answers **4-5** of the six parts. | Student correctly answers **6** of the six parts. (See below.) |
| 1. **(1, 2)** Finds 14 sq cm as the area of each shape, and **(3, 4)** perimeters of 20 cm and 18 cm. 2. **(5)** Identifies that John is not correct. **(6)** Explanation includes the argument that area is based on total square units and stays constant as long as the total stays the same, but when square units are rearranged more sides may be exposed, which can change the perimeter. | | | |
| **4**  3.MD.4  3.MD.8 | Student correctly answers **0-1** of the four parts. | Student correctly answers **2** of the four parts. | Student correctly answers **3** of the four parts. | Student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** Finds all the possible perimeters as 24 cm, 26 cm, 30 cm, 40 cm, and 74 cm. **(2)** Explanation is appropriate to the problem (e.g., includes finding the factors of 36 and then drawing rectangles with corresponding perimeters and referencing with the chart). 2. **(3)** Adds 24, 26, and 74 to the line plot. **(4)** Correctly plots the number of students on the line plot. | | | |
| **5**  3.G.1  3.MD.8 | Student correctly answers **0-1** of the four parts. | Student correctly answers **2** of the four parts. | Student correctly answers **3** of the four parts. | Student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** Answers 4 cm**. (2)** Explanation includes that a square has four equal sides. 2. **(3)** Draws a figure with a perimeter of 32 centimeters, e.g., draws three connected squares in a row. (There are many different ways it can be drawn.) 3. **(4)** Writes 8 × 4 = 32, 4 × 8 = 32, 32 4 = 8 or a repeated addition sentence. | | | |

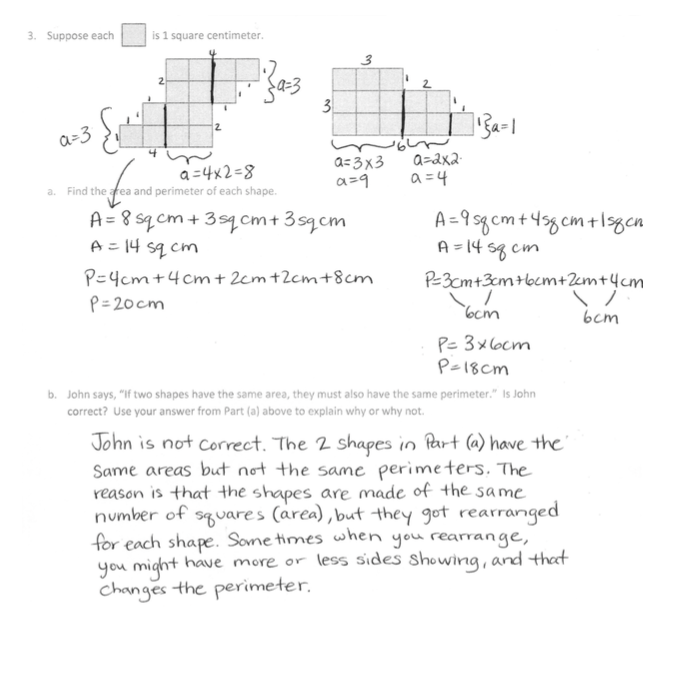
**Third Grade Module 7: End-of-Module Assessment Task Key**



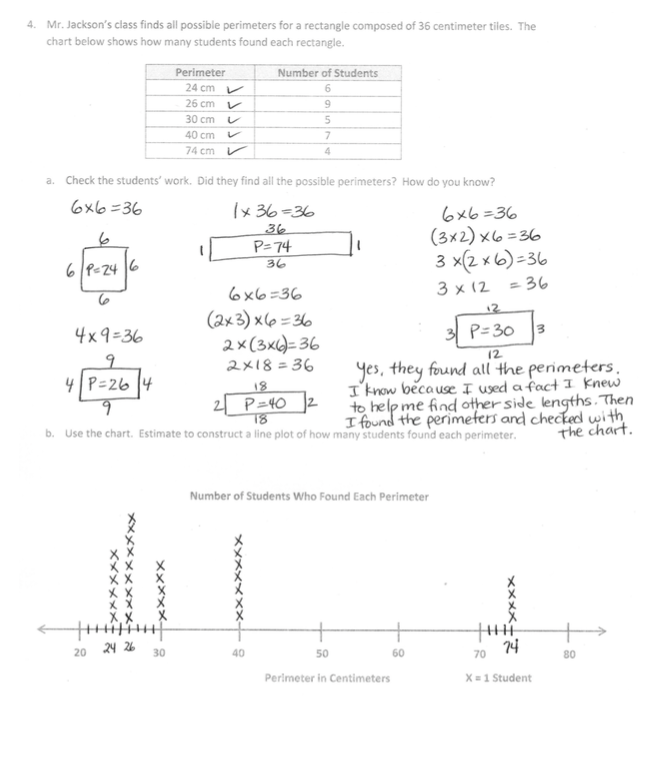
**Third Grade Module 7: End-of-Module Assessment Task Key (continued)**



**Third Grade Module 7: End-of-Module Assessment Task Key (continued)**



**Third Grade Module 7: End-of-Module Assessment Task Key (continued)**



**Third Grade Module 7: End-of-Module Assessment Task Key (continued)**

